

C  
pc 72X  
Twelfth Series, No. 13

February 26, 1921

# Teachers College Bulletin



UNIVERSITY OF ALABAMA LIBRARY  
JUL 19 1921

## Social-Hygiene Education

Report on a Social-Hygiene Program  
Given at Teachers College in the  
Summer Session of 1920

Under the auspices of

Teachers College of Columbia University  
United States Interdepartmental Social Hygiene Board  
United States Bureau of Education  
United States Public Health Service  
American Social Hygiene Association

Published by  
**Teachers College, Columbia University**  
525 West 120th Street  
New York City

510

**Teachers College Bulletin**

Twelfth Series, No. 13

February 26, 1921

Published fortnightly from September to May, inclusive. Entered as second-class matter, January 15, 1910, at the Post Office, New York, N. Y., under Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized.

## REPORT ON A PROGRAM IN SOCIAL-HYGIENE EDUCATION

### Introduction

In the Summer Session of 1920, Teachers College of Columbia University offered a program of courses, conferences, and exhibits in social-hygiene education (the larger sex-education) from July 6 to August 13. In carrying out this program, the College had the helpful cooperation of the United States Interdepartmental Social Hygiene Board, the United States Bureau of Education, the United States Public Health Service, and the American Social Hygiene Association. The Social Hygiene Board appropriated \$5,000 for special expenses not provided for in the regular budget of the College.

The program was in charge of an administrative committee consisting of the following persons: Director John J. Coss, of the Summer Session of Columbia University; Director Paul Monroe, of the School of Education of Teachers College; Dr. William F. Snow, General Director of the American Social Hygiene Association; and Director Maurice A. Bigelow (chairman), of the School of Practical Arts of Teachers College. This committee had the constant advice and cooperation of Dr. Thomas A. Storey, Executive Secretary of the Interdepartmental Social Hygiene Board, and of Dr. Willard S. Small, Superintendent of Field Service, Educational Research and Development, of the same Board.

### The Purpose of the Program

The official representatives of the five cooperating organizations under whose joint auspices the program was conducted agreed in advance on the fundamental proposition that social-hygiene education in schools and colleges should not be given prominence as a course or courses of sex-instruction by a special teacher. On the contrary, it was agreed that all teaching concerning sex and its manifold relations to human life should be merged unobtrusively into regular subjects of instruction, notably, the biological sciences, general hygiene, nursing, physical education, sociology, ethics, literature, and home-making (household arts). Moreover, the same natural relationships should be followed, as far as possible, in all sex-instruction outside of schools and colleges.

From the above proposition followed a second one adopted by the committee and its advisers, namely, that special teachers of social hygiene are not desirable, but that regular teachers of the subjects named above should be prepared to make these subjects contribute their part in the plan for interdepartmental instruction of young people concerning the vitally important facts and bearings of social hygiene in its largest sense.



Accepting these propositions as to the place of social hygiene in general education, the organizing committee announced that the program was not planned for the purpose of preparing specialists in social hygiene for teaching in schools and colleges, but that it was intended to help teachers of standard subjects, social workers, and parents prepare to help in the instruction and guidance of young people.

With this understanding of the program in social-hygiene education, Teachers College invited high-school and college teachers and supervisors of the subjects that contribute to social hygiene, workers in social-hygiene societies, professional social workers, public health nurses, and parents to attend one or more of the following courses and conferences, either as students or as approved visitors.

### Outline of the Program

NOTE. (1), (2), and (3) below were recommended especially for teachers, school officials, social workers, nurses, and parents who are beginning the study of social-hygiene education. (4) and (5) were open only to advanced students and visitors.

(1) *Lecture Series I—Biology for Social Hygiene.* Twenty-nine illustrated lectures. Miss Stackpole, Dr. Kenyon, Professor Bigelow, and Mrs. Cady.

This series presented the main facts of biological sciences selected for use in social-hygiene education: (a) The life histories of common animals and plants used in sex-instruction of young people. (b) Outlines of human embryology. (c) The physiology and hygiene of the reproductive system. (d) The fundamental facts and principles of heredity and eugenics which are needed in social-hygiene education. (e) The bacteriological and physiological facts relating to social-hygiene.

Candidates for Bachelor's or Master's degrees registered for this series as Biology s104 (2 points).

(2) *Lecture Series II—Survey of Social Hygiene.* Twenty-nine lectures. Dr. Snow and Professor Bigelow in charge. Special lecturers.

This series surveyed the social-hygiene movement with special emphasis on its educational possibilities.

Candidates for degrees registered for this series as Education s301B (2 points).

(3) *Exhibit Series*—Exhibits of illustrative materials (pamphlets, posters, lantern-slides, charts and motion pictures) supplied by the United States Interdepartmental Social Hygiene Board, the United States Bureau of Education, the United States Public Health Service, and the American Social Hygiene Association.

(4) *Conference Series.* Dr. Snow and Professor Bigelow in charge.

Conferences were held on Monday, Wednesday, and Friday, 3.30–5.40, and were open to advanced students and approved visitors who had previously studied social hygiene.

(5) *Advanced Course*—Education s301c, 4 points. Professor Bigelow in charge.

This course was intended for workers in the social-hygiene field who already had a general familiarity with the movement, and especially with the leading facts

included in Lecture Series I and II. It dealt with a series of the present-day problems of social hygiene as related to education. Work was assigned for each individual, and reports were presented for discussion and criticism by the class.

(6) *Related Subjects*—Courses in personal hygiene, nursing, sanitation, bacteriology, physiology, psychology, and social science were offered for registered students of Teachers College in the Summer Session; and such courses were combined by many students with one or more of the above courses in social hygiene. Full information concerning such related courses was published in the "Announcement of the Summer Session, 1920."

Most students registered for a total program of 6 to 8 points, which required three to four hours outside reading each day for six weeks.

Registered students in Lecture Series I and II were required to submit note-books and notes on assigned readings from the reference lists which are printed at the end of this report.

#### **Lecturers and Topics**

In order to give students and visitors the opportunity of meeting many representative workers in various phases of social-hygiene education, and also in order to get a consensus of opinion regarding the fundamental principles of social-hygiene education, the Administrative Committee invited more than fifty men and women to take part in the summer program. There are recorded below only the names of those who were able to arrange their own plans so as to cooperate in the lectures and conferences.

The abbreviations used in this bulletin are as follows: A. S. H. A. for American Social Hygiene Association; I. S. H. B. for United States Interdepartmental Social Hygiene Board; P. H. S. for United States Public Health Service; and T. C. for Teachers College of Columbia University.

The Administrative Committee carried out its general plan to devote the lectures of Series II and the conferences of the first two weeks to a general survey of aims and principles of social-hygiene education (sex-education), and then to schedule special lectures according to the personal convenience of the many lecturers whose summer plans made a logical sequence impossible.

Lecture Series II and the conferences in the fourth week (July 26-30) were entirely under the control of the Interdepartmental Social Hygiene Board, which presented a special program (see page 8).

#### *General Principles of Social-Hygiene Education*

"The Meaning and Field of Social Hygiene and Social-Hygiene Education"—Professor M. A. BIGELOW, of Teachers College. Two lectures introducing Series II.

"The Biological Foundations of Social-Hygiene Education"—Professor BIGELOW. Lecture introducing Series I.



"Social Hygiene and National Conservation"—Dr. WILLIAM F. SNOW, of A. S. H. A.

"Social Hygiene in Health Education"—Dr. SNOW.

"General Principles of Sex-Education"—Dean Emeritus THOMAS M. BALLIET, of New York University.

"General Principles of Sex-Education"—Dr. M. J. EXNER, of Y. M. C. A. and A. S. H. A. Two lectures.

"Sex-Instruction as a Home Problem"—Dr. IRA S. WILE, physician, New York City.

"Problems of Sex-Education for Women"—Dr. JOSEPHINE H. KENYON. Three special lectures for students who could not attend either lecture series.

"Review and Conclusions of Twenty State Sex-Education Conferences"—Mr. EDWARD F. VAN BUSKIRK, of U. S. P. H. S.

"Biology and Social Hygiene"—Dr. T. W. GALLOWAY, of Y. M. C. A. and A. S. H. A.

"Biological Conditions in Social Hygiene"—Dr. BENJAMIN C. GRUENBERG, of U. S. P. H. S.

#### *Social Hygiene in Schools*

"Social Hygiene in High-School Science"—Mr. VAN BUSKIRK. Two lectures.

"Social Hygiene for High-School Girls"—Dr. FLORENCE H. RICHARDS, of William Penn High School, Philadelphia.

"Results of Sex-Education in a Co-Educational High School"—Mr. JAMES PEABODY, of Morris High School.

"Social Hygiene in a Boys' High School"—Professor WALTER H. EDDY, of Teachers College.

"A Social-Hygiene Plan on a Biological Basis for Kindergarten to College"—Mrs. BERTHA CHAPMAN CADY, of Chico (Cal.) State Normal School. Five lectures.

#### *Biological Materials for Social Hygiene*

"Outlines of Embryology"—Miss CAROLINE E. STACKPOLE, of Teachers College. Eight illustrated lectures.

"Sex Physiology and Hygiene"—Dr. JOSEPHINE HEMENWAY KENYON, of Teachers College. Eight lectures.

"Outlines of Heredity"—Professor M. A. BIGELOW. Three lectures.

"Applied Eugenics"—Mr. PAUL POPENOE, of A. S. H. A. Three lectures.

*Social and Psychological Aspects of Social Hygiene*

"Art Appreciation of Value in Social Hygiene"—Professor ARTHUR W. DOW, of Teachers College. Illustrated lecture.

"Psychology of Sex"—Professor LETA S. HOLLINGWORTH, of Teachers College. Two lectures.

"Evaluation of Freud's Psychology of Sex"—Professor R. S. WOODWORTH, of Columbia University.

"Social Adjustments of Family Life"—Mrs. ANNA GARLIN SPENCER, author and lecturer, White Plains, N. Y.

"Sex Ethics"—Professor JOHN M. COOPER, of the Catholic University. (This lecture has been published in *Social Hygiene* (A. S. H. A.) and reprinted as a separate pamphlet under the title "Human Welfare and the Monogamous Ideal," price 10 cents.

*Legal Aspects of Social Hygiene*

"Social Hygiene Legislation"—Mr. BASCOM JOHNSON, of A. S. H. A.

"Social Hygiene Law Enforcement"—Mr. FREDERICK WHITIN, of Committee of Fourteen, New York City.

*Protective and Corrective Work*

"Protective Work with Girls"—Miss MAUDE E. MINER, Director of Waverley House, New York City.

"Social Hygiene for Girls"—Mrs. JANE DEETER RIPPIN, General Director of Girl Scouts.

"Corrective Work with Women"—Dr. KATHERINE B. DAVIS, Director of Bureau of Social Hygiene, New York City.

*Medical Aspects of Social Hygiene*

"Medical Aspects of the Venereal Menace"—Dr. JAMES PEDERSEN, physician, New York City.

"Social Hygiene and Public Health"—Dr. C. C. PIERCE, of U. S. P. H. S.

"Medical Measures for Combating Venereal Diseases"—Dr. A. N. THOMSON, of A. S. H. A.

"Motion-pictures on Venereal Diseases"—Dr. H. E. KLEIN-SCHMIDT, of A. S. H. A.

*Army and Navy Problems*

"Social Hygiene in the Army"—Colonel PERCY M. ASHBURN.

"The Morale Work of the Navy"—Captain DAVID E. SELLERS.

---

*Conclusion*

"General Summary of the Social Hygiene Program"—Professor BIGELOW.



### Special Program of the Interdepartmental Social Hygiene Board

Lecture Series II and the Conferences for the Fourth Week were directed by the United States Interdepartmental Social Hygiene Board.

#### *Speakers*

- Dr. T. A. STOREY, Executive Secretary, Interdepartmental Social Hygiene Board.
- Dr. WALTER S. COBB, Acting Director, Scientific Research, I. S. H. B.
- Mr. SIDNEY MORGAN, Acting Director, Division of Information, Records and Planning, I. S. H. B.
- Dr. W. S. SMALL, Director, Division of Educational Research and Development, I. S. H. B.
- Mr. CHARLES E. MINER, Executive Assistant, Division Relations with States, I. S. H. B.
- Miss HENRIETTA ADDITON, Executive Assistant, Division Relations with States, I. S. H. B.
- Dr. W. F. SNOW, General Director, American Social Hygiene Association.
- Dr. M. P. RAVENEL, University of Missouri.
- Dr. ROGER LEE, Harvard University.
- Dr. JESSE F. WILLIAMS, Teachers College, Columbia University.
- Dr. ROYCE R. LONG, Colorado State Teachers College.
- Dr. CAROLINE CROASDALE, State Teachers College, Albany, New York.

#### *Topics*

"The Composite Program of the Interdepartmental Social Hygiene Board."

- a. "A Program of Intergroup Hygiene"—Dr. STOREY.
- b. "Sources of Informational Hygiene Developed by the Board—Medical, Educational, Psychological and Sociological Researches"—Dr. COBB.
- c. "Distribution of Informational Hygiene in the Program of the Board"—Mr. MORGAN.
- d. "Intergroup Educational Hygiene Established by the Board in Normal Schools, Colleges and Universities"—Dr. SMALL.
- e. "Intergroup Protective Social Hygiene. The Protective Social Measures Program of the Board"—Mr. MINER.
- f. "Intergroup Constructive and Reconstructive Hygiene under the Board"—Miss ADDITON.
- g. "Intergroup Preventive, Remedial and Aggressive Hygiene. The Prevention, Treatment and Control of Venereal Disease through State Departments of Health assisted by the Division of Venereal Disease of the Public Health Service and by the Board"—Dr. SNOW.
- h. Discussion of the Program of the Board.



"Emphases in Social Hygiene Essential to the Complete Presentation of General, Individual, Group and Intergroup Hygiene"—Dr. RAVENEL.

"Health Examinations and the Opportunities they give for Instruction in Social Hygiene"—Dr. LEE.

"The Contribution of Physical Training Activities to Social Hygiene Education"—

a. "The Moral Prophylaxis of Wholesome Habits of Physical Recreation"—Dr. WILLIAMS.

b. "Opportunities of the Coach and Athletic Trainer for Instruction in Social Hygiene"—Dr. LONG.

"Special Problems Incident to the Education of Women"—Dr. CROASDALE.

#### **Motion-Pictures in the Social-Hygiene Program**

The following motion-pictures relating to social hygiene, and contributed by the American Social Hygiene Association, were exhibited for criticism and discussion by students and visitors:

"Fit to Win" (revised)

"The Gift of Life"

"The American Plan"

"Lecture Film for Women"

"The End of the Road" (abridged)

Dr. Kleinschmidt, of the American Social Hygiene Association, presented two motion-pictures on venereal disease to a selected audience of physicians, nurses, and advanced students of physiology.

The motion-pictures attracted large numbers of mature students of education who did not attend the public lectures on social hygiene. The average attendance was more than five hundred students. The general opinion was that the films shown were highly efficient in attracting attention and in teaching the chief social-hygiene facts.

Two automatic stereopticons, loaned by the American Social Hygiene Association, were used during the last two weeks and attracted much attention. One of them showed a series of fifty-two nature-study slides for elementary social-hygiene teaching, while the second machine exhibited continuously eight hours per day for ten days a series of fifty-two paragraphs selected from the "Fundamental Principles of Social-Hygiene Education" as printed in this bulletin. Hundreds of students and visitors who did not attend Lecture Series II stopped to read the paragraphs, and much favorable comment was heard by college officers of instruction who were in close touch with the representative students. The value of the machine for propagandic instruction was recognized by all who watched its attraction for students who otherwise did not come in contact with the social-hygiene program.

**Fundamental Principles of Social-Hygiene Education as Presented in  
the Program**

The following paragraphs summarize the consensus of opinions expressed in Lecture Series II and in the conferences. They were collected by members of the Administrative Committee who regularly attended throughout the six weeks of the Summer Session. Many of these ideas were expressed by two or more lecturers who approached social hygiene from different points of view. During the last two weeks and in many letters received after the closing day, there were many expressions of approval of the general unanimity concerning all essentials of social-hygiene education. In fact, the only serious disagreements arose over the statements of two speakers who casually touched venereal prophylaxis, which obviously is not an integral part of an educational plan for social hygiene.

Many of the following paragraphs were printed on lantern slides and by means of an automatic stereopticon were presented as a continuous visual lecture during the last ten days of the Summer Session (see page 9).

*American social hygiene*—Social hygiene in the broadest sense is concerned with all aspects of social health, but the American usage has limited the term to those social-health problems which, directly and indirectly, have grown out of the sexual instincts.

*The four lines of attack* on the problems of social hygiene are: *educational, recreational, legal, medical*. These are the four divisions of the social-hygiene program approved by the Interdepartmental Social Hygiene Board, the United States Public Health Service, and the American Social Hygiene Association.

*Meaning of social hygiene*—The American social-hygiene movement aims at the best possible development of all *physical, psychical* and *social* aspects of life as it is determined or influenced, directly or indirectly, by the sexual instincts and related traditions.

*Social-hygiene education* and *sex-education* are *not* names proposed for a new course of study arranged for schools or colleges; but simply convenient phrases under which to organize and direct educational research and teaching which contribute to social hygiene as defined above.

*Social hygiene education* or *sex-education* in its largest sense includes all scientific, social (including ethical), and religious *instruction* and *influence* which directly and indirectly may help young people prepare to meet the problems of life that have their center in the sexual instinct and inevitably come into the life of every normal human being.

Sex-education as thus defined touches great problems of life in so many ways that it must be far more than merely a school subject limited to a curriculum extended over a few years. On



the contrary, the "larger sex-education" or "social-hygiene education" includes all organized effort, both in and outside of schools, toward instructing and influencing people regarding the problems of life which are directly and indirectly connected with sex.

We must distinguish between sex-education and sex-instruction. Education means development of will, feeling, thought, the formation of habits and of character; instruction is only one of the means of education, having for its object knowledge. Young people need sex-education, not merely sex-instruction.

Sex-education should deal with health and morals. Biological (including physiological) and pathological facts are to be taught only as reasons for hygienic and moral living. This principle rules out much that is given in books. "Sexology" is not needed. The approach with adolescents should be the ethical and the hygienic.

*No sex courses*—It is not desirable that any parts or courses of the curricula for schools and regular colleges should be known to the public as "sex" studies, but we need such terms as "social hygiene" and "sex-education" to indicate to teachers and parents that definite parts of the education of young people are being directed towards a healthy, natural, and wholesome relation to life as it is affected by sex.

Sex-instruction should not be concentrated in a short period of youth because it is impossible to exert the most desirable influence upon health, attitude, and moral character except by instruction beginning in early childhood and graded for each period of life up to maturity.

*Character education*—Sex-education is but a phase of character education as a whole and can not be accomplished at any one time, but must be a progressive process of care, guidance, instruction, and example. This fact, together with the intimate relationships of the members of the family, places upon the home the chief responsibility for sex-education of children during the earlier years. However, some parents do not understand the sex nature of their children and do not fully appreciate the need of sex guidance, or feel themselves unprepared to give correct instruction. Therefore, parents should be helped by printed matter and lectures to prepare themselves for guiding and instructing their children in respect to sex.

*Protecting children*—It is nonsense for parents to feel sure that their children are safely protected against any vulgar first lessons concerning sex; for no one can know that children are safely guarded from others who may corrupt their innocent minds. Normal children are almost certain to get sexual information not later than the early adolescent years, and usually from unreliable and vulgar sources (see reports by Exner and others). Even morals may become corrupted and health irreparably injured several



years before puberty. The only sure pathway to health, attitude, and morals, is in beginning with young children and instructing them as gradually as the problems of sex come forward in the individual life.

*Beginning sex-education*—There is a widespread but erroneous impression that sex-instruction should begin with the approach of adolescence and soon be completed. On the contrary, sex-education should extend in the home and school from early childhood to maturity. The first instruction and guidance which may begin to lay the foundation for the individual's sex-education should be given in early childhood by parents, or by other adults who happen to be on the most intimate terms with the child.

*Effects of ignorance of adults*—The policy of maintaining mystery and secrecy concerning things sexual has failed with adults even more sadly than with children. Health and character and human affection and the family have suffered incalculable injury because people are ignorant of fundamental laws of sex.

*Policy of silence*—The time-honored policy has been one of silence and mystery concerning all things sexual. Everything in that line has long been considered impure and degraded, and therefore, the less said and the less known, the better, especially for young people. This policy of silence has been a gigantic failure, because it has not preserved purity and innocence and because it has allowed grave evils, both hygienic and moral, to develop under the cloak of secrecy.

*Intelligent control necessary*—Human sexual control must be on the basis of *intelligent choice*, because there is no basis for instinctive control, as in the higher animals. This means the greatest task of human life, for there must be voluntary control of instinctive impulses or sexual desires which are intensified by numerous environmental stimuli or temptations that set up exclusively human problems.

Since human beings are by nature left to control their most powerful appetite solely by intelligent choice, it is evident that a policy based on silence, ignorance and mystery must fail. The only safe and sure road to the needed control of sexual actions is to be found in knowledge (a) of the reasons why control is best for the individual and for the race and (b) of the ways and means of control of sexual conduct.

*Controls of conduct*—The problem of sex-education resolves itself chiefly into the problem of developing controls of conduct of which there are many: public opinion; the feeling of shame or sense of modesty; fear of legal, social or medical consequences; fear of inflicting injury upon others; conscience or instinctive feeling of obligation, which is not merely the knowledge of right and wrong; sympathy which inhibits conduct that would affect

the lives of others; high respect for womanhood and manhood; habits of chastity; knowledge of the general relations of sex and life; athletic and physical exercises as inhibitory factors; literature which portrays romantic love that spiritualizes the sex instinct; and enthusiasm for sport, art, science and other physical and mental activities.

*Four aims of sex-education*—In attempting to lay the basis for the best possible adjustment of sex and life, there are four tasks or chief aims of the larger sex-education:

(1) Sex-education should aim to develop an open-minded, serious, scientific, and respectful attitude towards all problems of human life which relate to sex.

(2) Sex-education should aim to give that knowledge of personal hygiene of the sexual organs which is of direct value in making for the most healthful and efficient life of the individual.

(3) Sex-education should aim to develop personal responsibility regarding the social, ethical, psychical, and eugenic aspects of sex as affecting the individual life in its relation to other individuals of the present and future generations—in short, sex-education should consider the problems of sexual instincts and actions in relation to society.

(4) Sex-education should aim to teach very *briefly* to young people, during *later adolescence*, the essential hygienic, social, and eugenic facts regarding the destructive venereal diseases whose widespread distribution is chargeable to sexual promiscuity or immorality.

*Sex-education through other subjects or courses*—Since sex-education is but a phase of character education as a whole, most instruction and guidance intended for the building up of wholesome attitudes and ideals regarding sex should be developed as integral parts of the general educational program. The facts of life which directly or indirectly concern sex should not be taken from their normal settings and organized into separate courses of study known as “social hygiene” or “sex-education.” On the contrary, the subject-matter and regular courses in biological and social sciences, physical education and hygiene, household arts or home-making, general literature, and psychology offer many natural situations for dealing with fundamental sex facts and problems. Advantage should be taken of such opportunities for teaching relating to the field of sex-education. Such inclusion of reference to sex in various courses sometimes tends toward duplication and disproportionate emphasis, and therefore in each school or college there should be some coordinating individual or committee.

The experience of colleges and normal schools in which there are departments of hygiene organized in harmony with the principles



enunciated by the Interdepartmental Social Hygiene Board indicates that in the higher institutions, at least, such departments of hygiene are the logical coordinating agencies.

*Cooperation of parents*—The success of the movement for sex-education of children of school ages will depend largely upon the attitude and cooperation of parents; and hence it is important that parents should be led to understand the reasons and plans for sex-education. Many parents can easily be instructed so as to be competent to protect their children before the school age against physical or moral injury. From the beginning of school age to adolescence the problem of sex-education is one for parent and teacher. From the beginning of adolescence on, it will always be a problem of organized education, for the majority of parents will never know enough natural and social science to meet the problems of adolescence. It is a mistake to assume that sex-education is a problem for parents only; and that it is a temporary problem of the school until parents assume the responsibility.

It is important, especially in junior and senior high schools and in the early years of colleges, that parents should cooperate with educational officials in guiding or controlling young people in many aspects of social life which carry the possibility of serious danger and demand the sympathetic cooperation of older people.

*Social-hygiene problems*—There are eight important sex problems of our times that offer reasons or arguments for sex-education of young people because mistakes in many lives are chiefly traceable to ignorance and lack of guidance: (1) personal sexual health, (2) sexual vulgarity, (3) sexual morality, (4) eugenics or individual responsibility for racial improvement, (5) the problems of marriage, (6) illegitimacy, (7) the social evil, (8) the venereal or social diseases. See discussion of these problems in Chapter II in Bigelow's "Sex-Education".

*Personal sex health*—With regard to personal sex health, a limited amount of protective guidance during preadolescent years should be part of general instruction regarding health. In preparation for adolescence, general information regarding menstruation and its hygiene should be given to girls and to boys should be given some protective warning regarding the normal nature of their own developing functions. At maturity men and women should know the principles of personal hygiene which relate to marriage.

*Wholesome attitude*—The importance of aesthetic or at least anti-vulgar attitude regarding sex can not be overstressed. If sex-education succeeds in giving young people a clean and wholesome attitude, there will be little difficulty in solving most of the social and hygienic problems of sex. Hence, successful sex-education depends very much upon the attitude formed in the minds



of young people and towards this the major efforts of parents and teachers should be directed. Sex-education must work for a purified and dignified attitude which sees vulgarity and impurity only when the functions of sex have been voluntarily and knowingly misused and thereby debased. Sex-education in home and school must work against the idea that sexual processes are inherently vulgar, degraded, base, and impure.

*Human meanings of sex*—It is only by frankly recognizing and developing the psychical and social and aesthetic meanings of sex that are distinctly human and superadded to the merely propagative function of the animal, that people can be led far away from the almost universal secrecy, disrespect, vulgarity, and irreverence concerning every aspect of sex in human life. Sex-instincts and processes are essentially pure and beautiful phases of that wonderful something we call "life." Sex-education should aim to give this *aesthetic attitude* by presenting life as fundamentally free from the degradation arising from the common misuse and misunderstanding of the sexual nature.

*Morality or ethics of sex*—Sexual morality means the limitation of sexual union to monogamic marriage, but there is need of super-morality or sex idealism which means an all-satisfying monogamic affection and comradeship based on certain physiological, psychical, aesthetic, and ethical laws that underlie human sexual potentialities.

*Immorality* in sexual lines should not be over-stressed when teaching young people. Rather should there be emphasis on the moral, the normal, the healthful, the helpful, and the aesthetic aspects of the sexual processes in human life. Extensive knowledge of vice is not helpful to any individual.

*Future of sex-ethics*—We must not overlook the possibility that the marvellous progress of sanitary and medical science may some day largely reduce the health problems of sex without improving morality. While sex-education was first planned to solve the health problems, the ultimate sex-education must attempt to guide sexual conduct by moral principles. In short, the future teaching of rational sex-ethics must show young people the advantages of monogamic relations of the sexes (see Dr. Cooper's paper on "The Monogamous Ideal," published by A. S. H. A.).

*Teaching eugenics*—The responsibility of the individual for future generations is best taught in courses of general biology in which the study of heredity of plants and animals is now an essential part. However, large numbers of high-school and college students do not take courses in biology, and therefore it is desirable that popular series of illustrated lectures, dealing with heredity or genetics as applied to human life, should be made available for

all students. This has already been done in many high schools and colleges.

*Venereal diseases*—For the effective combating of venereal diseases it is necessary that the public possess information on various matters concerning sex in addition to hygiene relating to these diseases. As a constructive measure looking toward the future control of venereal diseases, it is necessary that children should be instructed and trained so that they will develop proper attitude and conduct with regard to the sex side of life and its successful management.

A complete program for combating the venereal diseases requires the measures *a* to *e* below for the protection of uninfected people and *f* to *j* which are applicable to infected individuals:

- (*a*) Education concerning sex and its manifold relations to human life, including *limited* and *carefully selected* information on the dangers and ways of transmission of the venereal diseases.
- (*b*) Religious and ethical instruction intelligently related to the avoidance of sexual relations outside of marriage.
- (*c*) Wholesome recreation and entertainment tending away from promiscuous sexual contact.
- (*d*) Protective social measures to prevent untoward results from casual acquaintanceships in public.
- (*e*) All measures of law enforcement (arrest and trial, probation, jail sentence, enforcement of age-of-consent laws) that will make the uninfected persons cautious with regard to sexual contact.
- (*f*) Proper and adequate treatment and instruction of the infected in protection of others with a minimum of restriction upon their liberty.
- (*g*) Social service "follow-up" to investigate and bring under similar treatment and instruction when necessary all persons infected as a result of association and contact with the infected.
- (*h*) Isolation, quarantine, arrest and trial, sentence to industrial school, prison farm, or other institution for the uncooperative or incorrigible infected.
- (*i*) Enforcement of laws for reporting of venereal disease without infringement upon personal liberty.
- (*j*) Cooperation of the clergy by demanding evidence of a careful medical examination before marriage.

*Nature-study and biology*—The life-histories of plants and animals as taught in the best nature-study and elementary biology of our schools are important in forming attitude towards reproduction and giving a basis for simple and truthful answers to children's questions as to the origin of the individual human life. It is not claimed that biological studies have a direct moral value.



*Literature for sex-education*—In the world's best literature there is much that teaches important lessons in the field of the larger sex-education or social-hygiene education. In the guise of love, sex problems have always held the prominent place in all literature. Many there are among the believers in the larger sex-education who feel sure that young people's greatest safety lies in having high ideals of affection and of womanhood and manhood; and standard English literature is very helpful in developing such ideals. See pamphlets on this subject published by A. S. H. A.

*Home-making*—The home-making courses, commonly known as household arts or home economics, offer splendid opportunities for unobtrusive introduction of high-school girls and college women to problems of social hygiene which center in the home. However, a large proportion of girls and young women do not elect such courses in schools and colleges, and therefore there is need of popular lecture courses on home health and home-making. Such a course of thirty lessons was described in the lecture given by Dr. Florence Richards.

At present there is a recognized weakness in the above suggestion, and in the entire household arts program, in that no provision is made for reaching boys and young men who should be instructed and influenced concerning the mental, social, hygienic, and economic affairs of the home.

*General science*—Introduction to science, commonly known as "general science" in junior high schools and in the first year of regular high schools, offers exceptional opportunities for giving hygienic instruction to pupils of both sexes. A special pamphlet by the U. S. P. H. S. suggests the possibilities of social-hygienic instruction through general science.

*Physical education and hygiene*—In the lectures and conferences concerning these subjects there was great emphasis upon the importance of making healthy living as affected by sex a natural part of health education. It was agreed that the teacher of these subjects is in a strategic position for personal guidance. There was general agreement on the importance of organized and directed physical activity as working towards *substitution* for, not *sublimation* of, instinctive sexual tendencies.

The experience of a limited number of higher institutions, chiefly those cooperating with the Interdepartmental Social Hygiene Board, demonstrates that some of the most vital instruction and guidance is that which is given in connection with the individual health examinations and conferences in which the analysis of personal habits and conduct of life are an essential part. No higher educational institution can be regarded as truly efficient which does not provide such service.



*Problems of young men*—We of the older generation gain nothing in trying to minimize the young man's sexual problems, for he is quite conscious that they are insistent. Far better it is that mature men who know life in its completeness should make the young man feel that his problems are not new, and that many another man has met and solved them in such a way as to make life more full of real happiness.

Those who attempt to direct young men through the bewildering mazes of sexual life should hold up ideals not only of pre-marital continence based on a looking forward to love and marriage, but also of post-nuptial temperance and harmonious adjustment between husband and wife.

*Personal influence*—If ever there is a time in a boy's life when he needs intimacy with his mother, or another mature woman, it is in the early adolescent years of twelve to fifteen. A strong woman's heart-to-heart guidance at that time will influence a boy more than all the sex-education which the schools and colleges combined can ever hope to offer. In guiding safely in sex life, we must believe in the "contagiousness of personality."

It matters little for the future purity of the boy on the threshold of manhood whether he learns to love "the woman" in the dream-land of youth or in the very real world of life. It is simply a question of the intensity of the devotion and of the loftiness of the ideals which she arouses within him.

*Sex-education a guide to choice*—The one essential task of sex-education in its broadest outlook is to guide natural human beings to recognition and choice of the greatest good in the sexual sphere of life. It can do no more than give the individual a basis for intelligent choice between good and evil; but here, as in all other upward movements of human life, the decision must depend upon a clear and positive recognition of the advantages of the good as contrasted with the evil. Sex-education, like all other education, strives towards ideals that individuals and society may always continue to approach, but will never reach in the ever-advancing improvement of sexual conditions in individual as well as in social life.

*Future results of sex-education*—We believe in general education because it aims to offer all individuals help in preparation for more efficient life, although it succeeds only in part. Likewise, we should stand for the education of all young people in matters concerning sex because it is certain that such knowledge will function completely in many lives and will work appreciable good in others.

Only the ultra-Utopian dreamer will claim that sex-education can solve all the sexual problems of civilized life, but even the most pessimistic disbeliever in the new movement admits that knowledge of sexual life will be helpful to the great majority of people. It is

not to be expected that the educational attack will solve all sex problems for all people.

*Sex-education permanent*—The larger sex-education or social-hygiene education is sure to have a permanent place in the never-ending work of preparing coming generations for the highest development of life's possibilities. Each succeeding generation of young people must be prepared by educational processes to face intelligently and bravely the manifold problems of sex that are sure to come into every normal life.

*Social hygiene and monogamy*—The American sex-education movement, as stated in the first lectures, aims to educate young people to control sex instincts for the purpose of securing the greatest social health and happiness. The monogamic ideal of morality stands for a *great* good available in sex life. Monogamic idealism or super-morality is *the greatest* good within our present vision, for it means the fullest development of the possibilities of affection which in human life has been superadded to the biological reproduction of the highest animals. In short, the whole American sex-education movement, as distinguished from certain mere sex-information or sex-hygiene campaigns, centers in the greatest good or well-being which may come to individuals and society from sexual life culminating in affection as the basis for the monogamic family.

#### **Continuation of Social-Hygiene Education at Teachers College**

The experience with the special program of the summer of 1920 has confirmed the previous opinion of the leaders of educational policy in Teachers College that the preparation of teachers of social hygiene should be the cooperative work of all departments whose subject matter has definite bearings on social hygiene. Furthermore, the special program has made clear the importance of a survey course in social hygiene whose purpose is the assembling and coordination of the contribution of the courses from several departments and which especially emphasizes the general principles of social-hygiene education. Such a course was Lecture Series II in the Summer Session of 1920, and a similar survey course will be included in both summer and regular sessions hereafter.

As stated elsewhere in this report, many lecturers were invited for the Summer Session of 1920 in order to get the consensus of opinion of representative experts in various phases of social hygiene for the purpose of formulating the principles and methods of social-hygiene education. Having arrived at some definite conclusion as to such principles and methods as presented by leading representatives of the social-hygiene movement, it now seems best from the standpoint of this professional school for training teachers that the instruction and guidance of students in preparation for work in



social hygiene should be entrusted to a very limited number of lecturers in each course and that each lecturer should be assigned the whole field around a circumscribed topic, such as heredity, sex-education in home and school, and venereal diseases in all their aspects. Furthermore, it appears highly desirable that one or two lecturers who have reviewed and digested the material covered by Lecture Series II in 1920 should present to future classes of advanced students who are ready for a survey of social hygiene the conclusions drawn from the lectures and accompanying conferences as given in 1920.

In line with the above opinions now accepted by the leaders of educational policy in Teachers College, it has been decided to offer in the Summer Session of 1921 and in the ensuing college year, the following courses which are related to social hygiene in the largest sense and which will be recommended to advanced students desiring to prepare for educational work in this field:

Biology s51—Biological Nature-Study. 2 points. Professor BROADHURST and Miss STACKPOLE

Biology s104—Educational and Social Biology. 2 points. Miss STACKPOLE, Dr. KENYON, and Professor BIGELOW

Biology s153—Applied Biology. 4 points. Miss STACKPOLE

Education s301—Biology for High-School Teachers. 3 points. Professors BROADHURST and BIGELOW and Miss STACKPOLE

Social Science s87—Principles of Modern Social Work. 2 points. Miss HARRIET TOWNSEND

Social Science s198—Social Adjustments of the Family and Survey of Social Hygiene. 2 points. Professor BIGELOW, Mrs. SPENCER, and special lecturers

Social Science s198a—Social Adjustments of the Family. 1 point. Mrs. SPENCER

Social Science s198b—Survey of Social Hygiene. 1 point. Professor BIGELOW and special lecturers

Hygiene s75—Sanitary Science. 2 points. Dr. ARMSTRONG

Hygiene s172—Personal Hygiene. 2 points. Professor WILLIAMS

Household Arts s105—Home-making Adjustments in Social Work. 2 points. Miss EMMA WINSLOW

Household Economics s168—Social and Economic Aspects of Housing and Other Living Conditions. 2 points. Professor ANDREWS, Mr. LAWSON PURDY, and special lecturers

Nursing s3—Physical Care of Infants and Small Children. 2 points. Dr. KENYON and assistant

Nursing s5—Home Nursing. 2 points. Miss DINES

Education s185—Fundamentals of Playground and Recreation Work. 2 points. Dr. WAY

Education s195B—Recreational Education: Boys' and Girls' Clubs. 2 points. Professor FRETWELL and Mr. SMITH



Education s195C—Principles and Practices of Scouting and Scoutcraft. 2 points. Mr. SMITH, Mrs. FRETWELL, and special lecturers

### References for Lecture Series I

NOTE.—The references of the first group deal with the nature-study and general biological facts related to social-hygiene education as presented by Miss STACKPOLE, Dr. KENYON and Mrs. CADY; those of the second group were supplementary to the lectures on heredity and eugenics by Mr. POPENOE and Professor BIGELOW.

Cady, Bertha Chapman and V. M.—“The Way Life Begins.” American Social Hygiene Association

Torelle, Ellen—“Plant and Animal Children, How they Grow.” Heath and Co.

March, Norah H.—“Towards Racial Health.” Routledge, London

Bigelow, M. A. and Anna N.—“Introduction to Biology.” Macmillan Co. Chapter on “Reproduction of Organisms.”

Bigelow, M. A. and Anna N.—“Applied Biology.” Macmillan Co. Numerous references to life-histories of animals and plants under “Reproduction” in Index.

Galloway, T. W.—“Biology of Sex.” Heath and Co.

Geddes, P. and Thomson, J. A.—“Sex.” Holt and Co.

---

Conklin, E. G.—“Heredity and Environment.” Princeton University Press

Guyer, M. F.—“Being Well Born.” Bobbs Merrill Co.

Castle, W. E.—“Genetics and Eugenics.” Harvard Press

Popenoe, P. and Johnson, R. W.—“Applied Eugenics.” Macmillan

### References for Lecture Series II and Conferences

NOTE.—The references in the first group below were supplementary to lectures on general principles of social-hygiene education presented by Dean BALLIET, Dr. EXNER, Professor BIGELOW, Dr. GALLOWAY, Dr. KENYON, Professor EDDY, Dr. RICHARDS, Dr. SMALL, Dr. SNOW, Mr. VAN BUSKIRK, Dr. GRUENBERG and Dr. WILE (see complete list of lecturers and topics on pp. 5-7).

Bigelow, M. A.—“Sex-Education.” Macmillan

Gulick, L. H.—“The Dynamic of Manhood.” Y. M. C. A.

Wile, Ira S.—“Sex-Education.” Duffield

Some of the best reference material for class use was found in numerous pamphlets published by the American Social Hygiene Association and the United States Public Health Service.

In the survey of social hygiene in the Summer Session of 1921 the above list will be supplemented by T. W. Galloway's “Sex Factor in Human Life,” “Preliminary Report of 1921 Y. M. C. A. Sex-Education Conference” and “Preliminary Report of All-America Conference on Venereal Diseases” (all three for sale by the American Social Hygiene Association). These new publications will be critically discussed.

---

NOTE.—The references of this second group were related to the lectures on venereal diseases, law enforcement, and corrective work by Colonel ASHBURN, Dr. DAVIS, Mrs. FALCONER, Mr. JOHNSON, Dr. SNOW, Miss MINER, Dr. PEDERSEN, Dr. PIERCE, Mrs. RIPPIN, Dr. STOREY, Dr. THOMSON and Mr. WHITIN.

Addams, Jane—"A New Conscience and an Ancient Evil." Macmillan

Creighton, Louise—"The Social Disease and How to Fight It." Longmans

Stokes, J. H.—"Today's World Problem in Disease Prevention." U. S. P. H. S.

Stokes, J. H.—"The Third Great Plague." Saunders

The most useful literature for students of the medical and legal aspects of social hygiene was found in the pamphlets issued by the A. S. H. A., U. S. P. H. S., and U. S. I. S. H. B. Complete sets of these were available for use of students and visitors.

For additional references students were directed to the bulletin on "What to Read in Social Hygiene," published by the A. S. H. A., and Chapter XII in Bigelow's "Sex-Education."

### Social-Hygiene Pamphlets

NOTE.—The price of the pamphlets published by the American Social Hygiene Association is 10 cents each. Those of the United States Public Health Service are free.

Armstrong, D. B. and Eunice B.—"Sex in Life." A. S. H. A. No. 52

Anonymous.—"The Boy Problem." A. S. H. A. No. 284

Anon.—"Health for Men." A. S. H. A. No. 283

Anon.—"Healthy, Happy Womanhood." A. S. H. A. No. 60

Anon.—"Keeping Fit." A. S. H. A. No. 55

Anon.—"Sex-Education in the Home." U. S. P. H. S. No. 61

Brown, Helen W.—"Child Questions and Their Answers." A. S. H. A. No. 248

Cooper, John M.—"Human Welfare and the Monogamous Ideal." A. S. H. A. No. 314

Irwin, Will.—"Conquering an Old Enemy." A. S. H. A. No. 250

Morrow, P. A., Balliet, T. M. and Bigelow, M. A.—"Matter and Methods of Sex-Education." A. S. H. A. No. 189

"Preliminary Report of Y. M. C. A. Sex-Education Conference." A. S. H. A. No. 321

"Preliminary Report of All-America Conference." A. S. H. A.

Rucker, W. C.—"Sword of Damocles." A. S. H. A. No. 101

Social-hygiene pamphlets of U. S. P. H. S.

Thompson, Louise B. and Curtiss, Lucy S.—"Sex-Education through English Literature." A. S. H. A. No. 309

Ulrich, Mabel S.—"The Girl's Part." A. S. H. A. No. 181

Ulrich, Mabel S.—"Mothers of America." A. S. H. A. No. 180

Ulrich, Mabel S.—"Uncle Sam Needs Leaders." Minn. Board of Health

Gardiner, Ruth K.—"Your Daughter's Mother." A. S. H. A. No. 319







3 0112 105853037